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ABSTRACT

This quarterly bulletin provides brief annotations for tests recently acquired by the Educational Testing Service Test Collection grouped under the following types: achievement; aptitude; personality, interests, attitudes, and opinions; miscellaneous, sensory-motor, and unidentified. Entries of interest to those working with young children are indicated. Also included are announcements received, new references, test reviews, notes, and addresses. (RC)

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A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

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Pamela Rosen, Editor
Vol. 10, No. 1

January 1976

The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services and systems, test reviews, and reference materials on measurement and evaluation.

A special Head Start Test Collection has been established to provide information about instruments for those engaged in research or project direction involving young children. Any *Bulletin* entry of particular interest to those working with children from birth to age nine will be preceded by the symbol •.

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Acquisitions

Unless otherwise indicated, the tests have been published in the United States.

ACHIEVEMENT

ACER Chemistry Diagnostic Tests: Series L by Murray Cropley and Jim Lumbers; c1975; Form 5; Australian Council for Educational Research, Australia.

This series consists of 18 diagnostic tests (each of which is available in two forms) and two achievement tests. The diagnostic tests cover the following areas: mass in chemistry and atomic masses; gases and the kinetic molecular theory; forces between molecules, ions, and atoms; techniques of purification and analysis; stoichiometry; thermochemistry; acids and bases; redox reactions; and the periodic table.

• *Assessment by Behavior Rating* by Elizabeth Y. Sharp and Carol A. Loumeau; 1975; Ages 2-4; Elizabeth Y. Sharp.

This criterion-referenced instrument was developed for use by early-education programs. It is designed to indicate individual strengths, weaknesses, or average development in physical skills, self-help skills, language skills, and social skills, and to indicate a child's developmental age in each of the four areas assessed.

Australian Test for Advanced Music Studies by Doreen Bridges and Bernard Rechter; c1974; Grades 13-16; Australian Council for Educational Research, Australia.

This test is designed to provide an objective measure of developed aural abilities and general musical intelligence. The test is comprised of three separate booklets: Tonal and Rhythm Memory and Musical Perception; Aural/Visual Discrimination, Score Reading, and Understanding of Notation; and Comprehension and Application of Learned Musical Material. A set of tapes is required to administer the test.

• *Cooper-McGuire Diagnostic Word-Analysis Test* by J. Louis Cooper and Marion L. McGuire; c1970-72; Grades 1-5; Croft Educational Services, Inc.

These 32 overlapping tests cover a variety of word-analysis skills.

• *McGuire-Bumpus Diagnostic Comprehension Test* by Marion L. McGuire and Marguerite J. Bumpus; c1971-72; Grades 2.5-3; 4-6; Croft Educational Services, Inc.

Although designed as part of the Croft Inservice Program: Reading Comprehension Skills, this test may be used independently. It is available at two levels, each of which consists of four subtests: Literal Reading (recognizing stated details, translation of details, recognizing pattern words, recognizing the main idea); Interpretive Reading (getting implied details, finding pattern clues, inferring the main idea); Analytic Reading (determining the main question, selecting a suitable hypothesis, distinguishing relevant and irrelevant details); and Critical Reading (selecting a criterion as a basis for evaluation, making a judgment based on the criterion).

• *Preschool Disability Identification and Prevention* by H. Bruce Metzger; c1973; Preschool; Medford School District 549C.

This preschool curriculum, based on behavioral objectives, provides the teacher with a day-to-day evaluation tool that can facilitate decision making related to program planning for the child. Tasks are provided in four basic areas: Language, Pre-Reading and Reading Skills, Math, and Perceptual-Motor Skills. As the child acquires a skill, the date is recorded so that his development is plotted on a continual basis.

TAB Science Test: An Inventory of Science Methods by David P. Butts; 1966; Grades 4-6; David P. Butts.

This instrument was developed to assess a student's inquiry behaviors including searching, data processing, verifying, discovering, assimilating, and accommodating. The test samples inquiry behaviors by presenting the student with a specific problem, a list of clues to help him solve the problem, and the opportunity to gather clue data when they are needed.

Uncritical Inference Test by William V. Haney; c1955-72; Adults; International Society for General Semantics.

This 75-item test is designed to make individuals aware of their tendencies to jump to conclusions, to over-generalize, and to confuse inferences with factual information.

APTITUDE

Methods and Procedures of Science: An Examination by John H. Woodburn; c1967; Grades 9-12; John H. Woodburn.

This 50-item instrument assesses the student's understanding of the methods and procedures used in solving a scientific problem. If consists of three parts: the meaning of words used in the pursuit of science, recognizing the plan or design of experiments, and drawing conclusions from experiments.

Sweet's Technical Information Test by R. Sweet; c1973-75; Ages 14-17; Australian Council for Educational Research.

This 55-item test of technical knowledge is designed to assess the suitability of young persons for technical and practical occupations at trade and subprofessional levels. The test covers three broad areas: mechanics, electricity and electronics, and wood work and general tool use. The items are of four main types: identification, use, operation, and component.

Test of Science Comprehension by Clarence H. Nelson and John M. Mason; Not Dated; Grades 4-6; Clarence H. Nelson.

This test is designed to assess critical thinking in science. Each of its two parts contains 30 multiple-choice items based on four situations arranged in approximate order of difficulty. The examinee must analyze each situation to arrive at the answers.

PERSONALITY, INTERESTS, ATTITUDES, AND OPINIONS

• *Child Health Questionnaire* by Alan C. Butler; Not Dated; Ages 6-9; Alan C. Butler.

This psychological-health questionnaire is based on a theoretical model of health as a creative, growth-oriented process. The scale consists of 20 items describing child behavior in five categories including the physical, cognitive, social, emotional, and play activities of the child. The child's parent or teacher checks whether each statement "certainly applies," "applies somewhat," or "doesn't apply" to the child.

Connolly Occupational Interests Questionnaire by T.G. Connolly; c1967; Ages 15 and Over; Careers Research and Advisory Centre, England.

This measure of vocational interests yields scores in the following areas: Scientific, Social Welfare, Persuasive, Literary, Artistic, Clerical-Computational, and Practical.

Conservatism-Radicalism Opinionaire by Theodore F. Lentz; c1935; Grades 13-16; Theodore F. Lentz.

This self-administered 60-item questionnaire is designed to measure conservative and radical attitudes.

Courtship Questionnaire by Warner R. Wilson; 1965; College Students; Warner R. Wilson.

This instrument is designed to assess the degree of an individual's behavioral and attitudinal liberality regarding heterosexual contacts. It consists of six heterosexual behaviors rank-ordered on the basis of the degree of sexual liberality represented by each behavior. The respondents are asked to complete the questionnaire under four different instruction sets: check behaviors of which they think their peers would not disapprove; check behaviors indicating how they would probably behave; check behaviors they approve of or endorse; and check behaviors of which their parents would not disapprove.

Crowley Occupational Interests Blank by A.D. Crowley; c1970; Ages 13 and Over; Careers Research and Advisory Centre, England.

This instrument yields scores for five interest areas (active-outdoor, office, social, practical, artistic) and five sources of job satisfaction (financial gain, stability-security, companionship, working conditions, interest). It is intended for use with persons of average ability or less.

Depression Rating Scale by Henry Wechsler, George H. Grosser, and Bernard L. Busfield; Not Dated; Ages 16-70; Henry Wechsler.

This instrument is designed to assist in the description and quantification of the symptoms associated with depression in hospitalized psychiatric patients and to reveal change in symptoms after treatment. The scale consists of 28 items arranged in three parts: patient's feelings about his psychological state, patient's feelings about his physical functioning, and psychiatrist's assessment of patient's condition.

Elementary Science "Beliefs" Inventory by Ronald G. Good; Not Dated; Adults; Ronald G. Good.

This 30-item instrument is designed to assess prospective and inservice teachers' beliefs about science and science education, including the nature of elementary school science, the nature of children, and the role of the teacher.

Face Scale by Theodore Kunin; circa 1950; Adults; Theodore Kunin.

This scale is designed to enable a respondent to express a quantitative response to any chosen attitude, object, or stimulus without having to filter his feelings through a verbalization process. The technique involves the use of faces along a continuum ranging from happy to unhappy.

Group Data Schedule by Bellenden R. Hutcheson; 1963; Adolescents and Adults; Bellenden R. Hutcheson.

This instrument was designed to aid psychologists, psychiatrists, social workers, and probation officers in obtaining clinical judgments about the personality structure and group interaction patterns of delinquent boys and their mothers. Ratings are made by an observer who attends the group sessions. They pertain to behavioral manifestations of the group, interaction patterns, and overall clinical assessments and decision factors.

• *Group Toy-Preference Test* by Nicholas J. Anastasiow; Not Dated; Kindergarten; Nicholas J. Anastasiow.

This test is designed to provide an indication of a child's adoption of a sex role as inferred from his toy-preference

patterns. For each of the 45 paired-comparison items, the child must cross out the picture of the toy with which he would prefer to play.

Hartman Value Profile by Robert S. Hartman and Mario Cardenas Trigos; c1973; Ages 12 and Over; Research Concepts.

This axiological test measures a person's capacity to value. The test is in two parts; the first measuring the capacity to value the world, and the second measuring the capacity to value one's own self. It yields 57 scores: 15 concerning a person's external value capacity, 15 concerning his internal value capacity, 7 resulting from the two capacities, 2 retest scores, and 18 deviation scores.

Human Loyalty Expressionaire by Theodore F. Lentz; 1973; Adults; Theodore F. Lentz.

This 104-item questionnaire is designed to provide a measure of world-mindedness, which is defined as loyalty to the whole of humanity.

Imaginal Processes Inventory: 1970 Revision by Jerome L. Singer and John S. Antrobus; c1966-70; Adults; John S. Antrobus.

This 344-item instrument consists of two parts containing 28 subscales. Two of the subscales measure the frequency of daydreams and night dreams; 20 of the subscales are designed to measure the content and structure of daydreaming and imaginal processes; and the remaining six subscales are designed to measure curiosity and patterns of attention. The authors stress that these scales are intended for research use only.

The "Is of Identity" Test by Thomas W. Weiss; c1954; Grades 4-16; International Society for General Semantics.

The general objective of this test is to measure one important underlying reason for an individual's lack of social adjustment; that is, his use of language or language patterns of a structure dissimilar to the structure of the nonverbal world, and his lack of awareness of the dissimilarity.

Leisure Activities Blank: Research Edition by George E. McKechnie; c1974-75; Adults; Consulting Psychologists Press, Inc.

This instrument is designed to collect information on individuals' past and future recreational activities. It consists of a set of 120 recreation activities. For each activity, the respondent indicates the extent of his past involvement in the activity and the extent of his expected future participation in the activity. The Blank yields scores for six Past Scales (Mechanics, Crafts, Intellectual, Slow Living, Sports, Glamour Sports) and eight Future Scales (Adventure, Mechanics, Crafts, Easy Living, Intellectual, Ego-Recognition, Slow Living, Clean Living).

Location-Activity Inventory by Marvin Hunter, Carmi Schooler, and Herbert E. Spohn; Not Dated; Adults; Carmi Schooler.

This instrument was developed to measure objectively the overt ward adjustment of neuropsychiatric patients. Systematic observations provide behavioral profiles of patients in the areas of: patterns of patient location on the ward, characteristic orientation to major architectural features, posture, and patterns of activities or response to the social and nonsocial stimuli on the ward.

• *Missouri Children's Picture Series* by Jacob O. Sines, Jerome D. Pauker, and Lloyd K. Sines; c1963-64; Ages 5-16; Psychological Assessment and Services, Inc.

The objective, nonverbal personality test consists of 238 simple line drawings, each one on a three-by-five card. The pictures depict children in a variety of situations. The examinee is asked to sort the set of cards according to whether each looks like something he would like to do. The test yields eight scores: Conformity, Masculinity-Femininity, Maturity, Aggression, Inhibition, Activity Level, Sleep Disturbance, and Somatization.

Multiple Outgroup Questionnaire by Warner Wilson; 1972; College Students; Warner Wilson.

This questionnaire is designed to measure the amount of social support an individual allocates to various kinds of ideologically and politically distinct social groups. It was developed for use in an investigation contrasting attitudes toward presumed outgroups with attitudes toward presumed ingroups.

Personality Research Form: Form E (PRF-E) by Douglas N. Jackson; c1967-74; Grades 7-12 and Adults; Research Psychologists Press, Inc.

Form E represents a downward extension of the PRF. It consists of 352 items constituting 22 scales: Abasement, Achievement, Affiliation, Aggression, Autonomy, Change, Cognitive Structure, Dependence, Dominance, Endurance, Exhibition, Harm Avoidance, Impulsivity, Nurturance, Order, Play, Sentience, Social Recognition, Succorance, Understanding, Infrequency, and Desirability.

Questionnaire of Students' Views of an "Ideal" Student by Bernadette M. Gadzella; c1966; Grades 13-16; Bernadette M. Gadzella.

This questionnaire lists 26 characteristics of an ideal student. The list consists of a wide range of traits describing the ideal student's characteristics: knowledge of subject matter; methods of studying; reasoning and evaluation; maturity and health; and relationships with peers, instructors, and community. The respondent is asked to indicate which of the traits are most important and which are least important for him in describing the characteristics of a quality student.

• *Reinforcement Survey Schedule for Children* by Donald B. Keat II; Not Dated; Ages 5-12; Donald B. Keat II.

This survey schedule of possible rewards is designed to assess the range and quality of reinforcers for children. The schedule is divided into two sections. In the first and major section, the child responds to a series of foods, activities, interpersonal relationships, games, and material objects according to the degree to which each attracts or interests him. The second section consists of five projective items relating to interests, classroom activities, parents, and friends. Individual administration is suggested for 5- to 8-year-olds and group administration for 9- to 12-year-olds.

• *Robertson Auditory Projective Test* (RAPT) by Mary F. Robertson; c1975; Ages 3-Adult; Mary F. Robertson.

This projective device consists of 10 primitive sounds which serve as stimuli for visual imagery. The subject is asked to close his eyes and concentrate. After hearing each sound, he is asked to draw and explain the imagery he experienced.

Ramak Interest Inventory by Elchanan I. Meir; Not Dated (inventory is copyrighted); Grades 7-12 and Adults; Elchanan I. Meir.

This inventory of vocational interests is based on Roe's classifications of occupations by fields: Service, Business, Organization, Technology, Outdoor, Science, General Cultural, and Arts and Entertainment. The inventory lists 76 occupational titles. Respondents are required to designate their interest in each occupational title on a three-point scale. The inventory is in Hebrew. However, an English version of the manual is now available.

Schwirian Science Support Scale (Tri-S) by Patricia M. Schwirian; c1967; College Students and Adults; Patricia M. Schwirian.

This 60-item instrument is designed to assess attitudes toward science and the scientific institution. It is based on Barber's theory regarding the nature of science attitudes necessary to the growth and development of science in any society. The subscales are: Rationality, Utilitarianism, Universalism, Individualism, and Progress and Melioration.

Self- and Role-Concept Instrument by Mary Sue Richardson; c1973; Adults; Mary Sue Richardson.

This instrument was developed to measure women's self-concept, ideal woman concept, career woman concept, and homemaker concept, and to assess the degree of similarity between the various concepts. The concepts are measured by means of a 58-item adjective rating scale. The respondent rates each adjective according to the degree to which it is descriptive of the way she perceives herself, the ideal woman, the career woman, and the homemaker.

Self-Disclosure Questionnaire: Revised by Arthur M. Bodin; Not Dated; Adults; Arthur M. Bodin.

This revision of Jourard's *Self-Disclosure Questionnaire* is designed to investigate self-disclosure of delicate matters within the family. The 52 items cover such topics as respondent's likes and dislikes, his feelings about relationships with family members, his hopes, fears, sex behavior and needs, and his feelings about himself. The questionnaire yields scores for both claimed self-disclosure to others and perceived self-disclosure from others.

Sensory Deprivation Rating Scale by Henry B. Adams, G. David Cooper, Richard N. Carrera; 1972; Adults; Henry B. Adams.

This device was developed to assess the effects of sensory deprivation (SD) on the symptoms of psychiatric patients. It consists of four behavioral rating indices: Behavioral Anxiety, Gross Symptomatology, Symptom Reduction, and Symptom Increase. These indices are derived from ratings of interview behavior before and after SD and from ratings of observable behavior during the SD experience.

Sex Knowledge and Attitude Test: Second Edition (SKAT) by Harold I. Lief and David M. Reed; c1971-72; Adults; Harold I. Lief.

This instrument is designed to measure knowledge about and attitudes concerning sexual behavior. It was developed to investigate the relationship between level of knowledge and nature of attitudes endorsed. The 145 items are arranged into four parts: Attitudes, Knowledge, Background, and Experience. The test may be scored for: Sexual Myths, Heterosexual Relations, Autoeroticism, Abortion, and Knowledge.

Social Customs Questionnaire by Warner Wilson; 1970; Adults; Warner Wilson.

This instrument was designed to measure the relative priority which different racial or social groups attribute to a variety of national goals or social issues.

Survey of Attitude toward Autonomy by James O. Mitchel, James Rollo, Olin W. Smith, and Patricia C. Smith; c1975; Adults; Bowling Green State University.

This device was developed to measure attitude toward individual control of work. The questionnaire is available in two forms. Form L presents 30 items using the Likert method while Form T provides 19 items using the Thurstone method.

Survey of Individual Goal Orientations by Patricia C. Smith; c1975; Adults; Bowling Green State University.

This 42-item questionnaire is designed to investigate the phenomenon of establishing goals, primarily in the work setting. The respondent is asked to indicate the extent to which he agrees or disagrees with each statement pertaining to the process or effect of goal setting.

Survey of Work Values by Patricia C. Smith, S. Wollack, J.G. Goodale, and J.P. Wijting; c1975; Adults; Bowling Green State University.

This 54-item questionnaire is designed to elicit individuals' attitudes toward work. It yields scores for six secular aspects of the protestant ethic: Pride in Work, Social Status of the Job, Attitude toward Earnings, Activity Preference, Upward Striving, and Job Involvement.

Teacher Attitude Inventory by S.P. Ahluwalia; circa 1974; Adults; S.P. Ahluwalia, India.

This questionnaire was designed to measure the professional attitudes of prospective and practicing teachers in India, particularly those in its Hindi-speaking states. It elicits attitudes toward six areas: Teaching Profession, Classroom Teaching, Child-centered Practices, Educational Process, Pupils, and Teachers. The questionnaire items are in both English and Hindi.

Vocational Interest and Sophistication Assessment (VISA) by Joseph J. Parnicky, Harris Kahn, and Arthur D. Burdett; c1968; Ages 14 and Over; Joseph J. Parnicky.

This reading-free picture test and sophistication inquiry is designed to determine the interest patterns and knowledge that mildly retarded adolescents and adults have regarding selected job categories. A separate form of the test book is available for each sex.

What I Like to Do: Second Edition by M.R. Bonsall, K. Drinkard, C.E. Meyers, M.E. Nogrady, L.M. Organ, and E.G. Zinner; 1958-75; Grades 4-6; Science Research Associates, Inc.

This self-administered and self-scored inventory is designed to help children in the elementary grades identify interests and curricular and career preferences. It consists of five parts, each of which can be administered and scored independently: Play, Academic, The Arts, Occupations, and Reading.

MISCELLANEOUS, SENSORY-MOTOR, UNIDENTIFIED

Base Expectancy Inventory by Don M. Gottfredson and Jack A. Ponds; 1961; Adults; Don M. Gottfredson.

This instrument was developed for use by the California Department of Corrections to predict the probability of inmates' favorable adjustment to parole. The authors propose three potential uses for this tool: to study effects of treatment, to assist in program planning, and to improve prediction.

Defining Issues Test by James R. Rest; c1972; Grades 9-16 and Adults; James R. Rest.

This instrument indicates an individual's appreciation of different conceptual stages in analyzing moral dilemmas by assessing the way he judges the importance of issues involved in a number of moral dilemmas. The examinee reads a story describing a moral dilemma and is then presented with 12 issues or considerations bearing upon that situation. The examinee evaluates each of the 12 issues and indicates its relative importance in deciding what ought to be done. Each issue was designed to exemplify some distinctive characteristic of a stage of moral development. The test is comprised of six stories and 72 issues.

Detroit Riot Questionnaire by Sheldon J. Lachman and Benjamin D. Singer; 1967; Adults; Sheldon J. Lachman.*

This questionnaire was designed to obtain information concerning the psychological, social, and economic characteristics of alleged participants in the Detroit riot of 1967. It consists of five parts: basic demographic data and related material; attitudes toward Negro leadership and civil rights; communications and communications media; ideas concerning causation, prevention, and means of breaking up riots; and economic welfare of respondents. *Included in: Lachman, S.J. and Singer, B.D. *The Detroit Riot of July 1967: A Psychological, Social, and Economic Profile of 500 Arrestees.* Detroit, Michigan: Behavior Research Institute, 1967.

Drinking Problem Questionnaire by John O. Grimmett; 1970; Adults; John O. Grimmett.

This instrument is designed to provide a predictive index of readiness for alcoholism treatment. The 92-item questionnaire covers such areas as biographical characteristics, attitudes toward alcoholism, drinking habits, and desire for help with a drinking problem. It is intended for use with male problem drinkers.

Ferreira-Winter Questionnaire for Unrevealed Differences by Antonio T. Ferreira and William D. Winter; Not Dated; William D. Winter.

This instrument is designed to measure aspects of conjoint decision-making effectiveness in families. It yields six scores: decision time to reach conjoint decisions; spontaneous agreement or agreement between members prior to conjoint discussion; choice fulfillment or the number of instances in which an individual member's choices become family choices; explicit informational units or the amount of information exchanged; talking time; and silence time. Following individual administration, the family unit takes the questionnaire conjointly, and their discussion is recorded.

Follow-Up Questionnaire by William T. Bowen; 1973; Adults; William T. Bowen.

Intended to accompany the *Social History Interview*, this instrument is designed to provide comparative information with which to assess the effects of treatment programs on alcoholism and the physical and social problems associated with alcoholism. It investigates the extent of improvement in family relationships and work situations, patients' attitudes toward treatment, and changes in drinking behavior and general life style.

Family Agreement Measure by Arthur M. Bodin; Not Dated; Open Range; Arthur M. Bodin.

This questionnaire is designed to determine behavioral differences among family members. It consists of 60 items in 12 five-item clusters, two for each of the following six areas of common family concern: family group strengths, family group problems, family leadership and authority, communication problems, family group disappointments, and family discipline.

• *Goldman-Fristoe-Woodcock Auditory Skills Test Battery* by Ronald Goldman, Macalyne Fristoe, and Richard W. Woodcock; c1974; Ages 3 and Over; American Guidance Service, Inc.

This battery offers a wide range of diagnostic instruments designed to identify individuals who are deficient in auditory skills and to provide information describing their deficiencies. Cassette tapes are provided to facilitate and standardize test administration. The tests are appropriate for use with all ages from preschool onward.

GFW Auditory Memory Tests
This instrument is designed to assess three aspects of short-term auditory memory performance. The subtests are: Recognition Memory, Memory for Content, and Memory for Sequence.

GFW Auditory Selective Attention Test
This test assesses the ability to pay attention under increasingly difficult listening conditions. The test can be used as an index of an individual's ability to listen to and understand a message in the presence of competing sound that is systematically varied in intensity (signal-to-noise ratio) and type (steady-state, intermittent nonverbal, verbal).

GFW Diagnostic Auditory Discrimination Test
Designed to yield diagnostic assessment of speech-sound discrimination problems, this test provides an index of an individual's ability to discriminate speech sounds and a description of the individual's sound confusions.

GFW Sound-Symbol Tests
These seven tests are designed to measure several basic abilities which are prerequisites to the development of advanced language skills: Sound Mimicry, Sound Recognition, Sound Analysis, Sound Blending, Sound-Symbol Association, Reading of Symbols, and Spelling of Sounds.

• *Hoffman Test for Organicity* (H.T.O.) by Norman E. Hoffman; c1975; Ages 5.5 and Over; Community Mental Health Center.

This test provides mental health professionals with an easily administered tool that differentiates persons with organic brain disorders from those with nonorganic disorders. It is based on the hypothesis that rhythmic disorders frequently result from impairment of the central nervous system. The subject is placed in a sound-conditioned room and given a rhythmic apparatus consisting of a drum, cymbal, woodblock, and cow bell. The test is presented via a cassette recording. It consists of two parts: Tempo Assessment and Rhythmic Patterns Associations.

• *The Home Scale* by Jean Carew Watts, Itty C. Barnett, Christine Halfar, and Nancy Apfel; 1973-75; Ages 1-3; Jean Carew Watts.

This observation technique is a method for categorizing the everyday experiences and environments of young children. It provides a means for assessing the intellectual competence of children as it is displayed in their behavior in their day-to-day environments, evaluating the manifest or inferred content of everyday experiences according to the opportunity provided for the child to learn something of intellectual or social value; distinguishing among several sources which may provide the content of an intellectually valuable experience; categorizing the particular techniques used by other people in interaction with the child in all types of experiences; and distinguishing among the interpersonal situations in which the child's experiences occur. The scale is scored by a trained observer.

• *Human Interaction Scale* by Jean Carew Watts, Itty C. Barnett, Nancy Apfel, Christine Halfar, and Geraldine Kearse; 1972; Ages 1-3; Jean Carew Watts.

This observation technique is designed to measure a child's level of interaction with people in his environment and the relevance of human interaction experiences to the child's emotional, social, and intellectual development. The scale is comprised of five dimensions: Activities, Initiation, Encouragement, Interaction, and Compliance. It should be rated by a trained observer.

In-Community Evaluation Interview by Theodore W. Lorei and Lee Gurel; 1965; Adults; Theodore W. Lorei.

This interview schedule is intended for use with Veterans Administration schizophrenic patients to assess their adjustment three months after their release from the hospital. It is designed specifically to collect information on the individual's job-seeking progress and societal adjustment. The interview consists of three parts: general information about the household in which the patient lives, a self-report of the patient's job-seeking activities, and a report from a significant other on the patient's adjustment.

• *Interview Summary and Outline* by Howard S. Adelman and Zanwil Sperber; 1966-69; Adults; Zanwil Sperber.

Part of a battery of tests developed to evaluate therapeutic nursery school teacher trainees, this device is designed to assess the trainees' comprehension of the interview process and of parents of emotionally disturbed children. The trainees are shown a videotape in which a social worker does an intake interview with a mother. The interview includes a discussion of the child's symptoms, the mother's experiences with the child, and the family's reaction to the problems. After viewing the tape, the trainees are given a relatively open-ended task which includes discussing the interview.

Medical Social History Questionnaire by Leonard I. Stein, Dolores Niles, and Arnold M. Ludwig; Not Dated; Adults; Leonard I. Stein.

This 35-item questionnaire was developed to collect data concerning the medical and social characteristics of hospitalized male alcoholics in an effort to relate these characteristics to the onset and development of alcoholism. It covers the following areas: family background, personal development, drinking patterns, attitudes toward the drinking problem, the social effects of drinking, and physiological concomitants.

• *Mother-Infant Interaction During Feeding Rating Scales* by Joy D. Osofosky; 1974; Mothers and Infants; Joy D. Osofosky.

This device enables an observer to rate the interaction behavior of both the mother and the infant during the feeding process. Separate scales are provided.

• *Nursery School Situations* by Howard S. Adelman and Zanwil Sperber; 1966; Adults; Zanwil Sperber.

This instrument is part of a battery of tests developed to evaluate the performance of therapeutic nursery school teacher trainees. It is designed to assess the decisions, diagnoses, and plans of action which the trainees would employ in various hypothetical problem situations. The test consists of four detailed descriptions of children with particular symptomatologies interacting in a variety of nursery school situations. The trainee is asked to describe and explain his handling of each situation.

Physical Health Data Schedule by Bellenden R. Hutcheson; 1963; Adolescents; Bellenden R. Hutcheson.

This is one of a series of instruments designed to provide psychologists, psychiatrists, social workers, and probation officers with data on the psychosocial and constitutional characteristics of the delinquent. The 40 items included in the schedule were developed specifically to explore the relationship between delinquency and constitutional factors.

• *Psychiatric Observation Schedule* by Bellenden R. Hutcheson; 1965; Preschool; Bellenden R. Hutcheson.

This device is designed to provide a rough mental health screening of children participating in the Head Start program. The observations are made by an individual who is not involved in the program. They cover: general appearance, general behavior, motor behavior, play, relationships, speech, adaptive abilities in classroom, symptomatic behavior, diagnosis, recommendations, and prediction.

Psychological Rating Schedule by Bellenden R. Hutcheson; 1963; Adolescents; Bellenden R. Hutcheson.

One of a series of instruments devised to obtain data on the psychosocial and constitutional characteristics of the delinquent, this 15-item rating schedule concerns Rorschach responses. It is intended for use by a psychologist and is designed specifically to assess the adequacy of those psychological processes related to ego function.

• *Q-Sort Procedure for Describing Nursery School Children* by Howard S. Adelman, Zanwil Sperber, and Barbara Maupin; 1966; Adults; Zanwil Sperber.

This instrument is part of a battery of tests developed to evaluate therapeutic nursery school teacher trainees. The procedure is designed to tap trainees' performance in the area of patient diagnosis and to compare their perceptual-conceptual behavior before and after training with that of professionals in the field. It consists of two decks of cards, one listing behaviors reflecting healthy or adaptive potential, and the other referring to behaviors with a pathological or negative potential. The trainee views a videotape of a child interacting in various situations and then sorts the cards according to the degree to which each is descriptive of the child.

Social Data Schedule by Bellenden R. Hutcheson; 1963; Adolescents; Bellenden R. Hutcheson.

This is one of a series of instruments devised to provide psychologists and other professionals with data on the psychosocial and constitutional characteristics of the delinquent. This 78-item device was designed to elicit the social data necessary to integrate social and psychological factors in delinquency. It covers six major areas: family background, characteristics of the offense, criminal record of the family, disposition of the case, school performance and behavior, and area characteristics.

Social History Checklist by Bellenden R. Hutcheson; 1963; Adolescents; Bellenden R. Hutcheson.

One of a series of instruments devised to gather data on the psychosocial characteristics of the delinquent, this device provides the examining psychiatrist with a detailed record, in objective form, of salient features of the boy's developmental and recent history. The 17 items deal with physical and mental problems, stresses, family conflict, parental problems, and outstanding talents.

Social History Interview by William T. Bowen; 1972; Adults; William T. Bowen.

This interview-format instrument was designed to obtain biographical histories of patients being treated for recurrent alcoholism. It was developed for use in Veterans Administration alcoholism treatment programs.

Social Science Observation Record by J. Doyle Casteel and Robert J. Stahl; c1973; Adults: J. Doyle Casteel.

This systematic-interaction-observation instrument is useful to teachers in planning, implementing, and analyzing classroom verbal and nonverbal behavior. It is a system whereby preservice and inservice teachers may obtain systematic and reliable feedback during microteaching. The record contains

17 categories in four realms: Subject-Centered (Topical, Empirical, Interpretive, Defining, Clarifying), Teacher-Centered (Infirming, Commentary, Dissonant, Interrogative, Confirming), Man-Centered (Preferential, Consequential, Criterial, Imparative, Emotive), and Non-Verbal (Silence, Confusion).

Social Work Data Schedule by Bellenden R. Hutcheson; 1963; Adults) Bellenden R. Hutcheson.

One of a series of instruments designed to obtain data on the psychosocial characteristics of the delinquent, this schedule was devised to assess behavior manifested by parents in relation to their handling of a current stress situation. The 37 interview items are arranged into nine primary sections: mother-child communication patterns, maternal assessment, maternal action plan, mother-court communication patterns, father-child communication patterns, paternal assessment, paternal action plan, father-court communication patterns, and parent-to-parent communication patterns.

• *Sociological Questionnaire* by Bellenden R. Hutcheson; 1965; Preschool; Bellenden R. Hutcheson.

This questionnaire was designed to provide information on the biographic and demographic characteristics of children participating in the Head Start program. The 41 items are completed by the teacher.

Sociometric Test by A.P. MacDonald, Jr.; 1969; Grades 7-12; A.P. MacDonald, Jr.

This sociometric device was developed for use in an investigation of the relationship of classroom grouping procedures to the social structure of the classroom group. It provides an index of diffusion of sociometric choice and diffusion of perception of sociometric choice along the three dimensions of liking, school competence, and social power. The first three items require the respondent to select classmates along the three dimensions while the second three items ask the respondent to indicate those whom he thought selected him along these same dimensions.

• *Stick Figure Rating Scale* by Howard S. Adelman and Zanwil Sperber; 1966; Adults; Zanwil Sperber.

One of a battery of tests developed to evaluate therapeutic nursery school teacher trainees, this scale is devised as a relativistic measure of overall performance. It consists of 50 stick figures placed in a vertical column ranging from best to worst. Raters are asked to compare each individual's performance to professional rather than to trainee performance levels. Ratings are made by training personnel.

Teacher Rating Scale by Earl W. Kooker; Not Dated; Grades 13-16; Earl W. Kooker.

Devised as part of a study investigating the relationship between students' grades and their teacher/course evaluations, this instrument is designed to elicit students' evaluations of college courses and course instructors. The scale consists of 73 items in seven areas: teacher presentation of material; textbook; required work and assignments; tests; grading system; how the teacher attempts to stimulate discussion, originality, independent thinking, and problem-solving; and interpersonal relations between teacher and students outside the classroom.

• *Teacher's Report: First-Day Impressions* by Bellenden R. Hutcheson; Not Dated; Preschool; Bellenden R. Hutcheson.

This instrument is designed to provide information regarding preschool-age Head Start participants at the onset of their involvement in the program. The 26 items are completed by the child's teacher and cover demographic data, appearance data, and behavioral data.

• *Teacher's Report: Two-Week Impressions* by Bellenden R. Hutcheson; Not Dated; Preschool; Bellenden R. Hutcheson.

Designed to obtain information on the characteristics of preschool-age Head Start participants, this report form covers: physical characteristics, routines and formal periods, language, equipment and materials, competency for chronological age, skills, social relationships, and specific characteristics. Space is provided for both comments and recommendations.

• *Trainee Rating Scale* by Howard S. Adelman and Zanwil Sperber; 1966; Adults; Zanwil Sperber.

This instrument is one of a battery of tests developed to evaluate therapeutic nursery school teacher trainees. The scale is designed to evaluate trainee performance directly under the pressure of working situations such as actual interaction with children. It is in two parts covering both the trainee's personal qualities and professional competencies. The ratings are made by training personnel.

• *Visual Discrimination Test* by Joseph B. Ray; c1974; Preschool and Over; Joseph B. Ray.

This multiple-choice instrument provides an objective measure of visual discrimination ability independent of motor ability. The test includes 31 items, each consisting of a model geometric figure and five representative figures. The respondent must select from the representative figures the one that is identical to the model figure. This test may be administered to persons with motor disabilities such as cerebral palsy and multiple sclerosis.

Work/Adjustment Criterion Information Interview by Theodore W. Lorei and Lee Gurel; 1971; Adults; Theodore W. Lorei.

This instrument is intended for use with schizophrenic patients in the Veterans Administration's Psychiatric Evaluation Project. It was designed to assess patients' adjustment nine months after their release from the hospital and has been used to investigate factors in mental hospital effectiveness.

Announcements Received

Actualizing Assessment Battery by Everett L. Shostrom; Adults; Educational and Industrial Testing Service.

This battery consists of four instruments. Two, the *Personal Orientation Dimensions* and the *Personal Orientation Inventory*, are primarily measures of intrapersonal actualizing, while the other two, the *Caring Relationship Inventory* and the *Pair Attraction Inventory*, are primarily measures of interpersonal actualizing.

American Nurses' Association Certification Examinations; Adults; Educational Testing Service (Toby B. Friedman).

This testing program involves a series of certification examinations in various specialty areas of nursing. The community health, geriatric, maternity, and pediatric examinations consist of multiple-choice items. The psychiatric examination consists of objective written simulation patient-management problems. The medical-surgical examination consists of a combination of multiple-choice and patient-management problems.

Personal Assessment for Continuing Education in Pediatrics; Adults; American Academy of Pediatrics.

This program is designed to provide the pediatrician with a means of self-assessing his competence, emphasizing the evaluation of task-oriented skills rather than academic abilities. Six self-administered multiple-choice examinations and six patient-management problems are provided at three-month intervals. The categories covered are: adolescence; behavior, growth and development; cardiology; dermatology; gastroenterology; genetics; hematology and oncology; immunology and allergy; infectious diseases; neonatology; nephrology; fluid and electrolyte metabolism; r[illegible]logy; nutrition, endocrinology, and metaboli[illegible]m: poisoni[illegible] dents, and trauma; pulmonary physiology; and therapeut[illegible] Each participant receives lists of bibliographic references and rationales for each question to facilitate further study.

Wide Range Integration Factors Test by J.F. Jastak; Ages 9.5-54; Guidance Associates of Delaware, Inc.

Formerly the *Jastak Test*, this objective, multiphasic instrument provides extensive information about a person's total behavior, including the measurement of intelligence and other behavioral dimensions that are independent of intelligence. It consists of 14 subtests which assess a variety of abilities including verbal, numerical, pictorial, spatial, and social.

New References

Beggs, Donald L. and Lewis, Ernest L. *Measurement and Evaluation in the Schools.* Boston, Massachusetts: Houghton Mifflin Company, 1975. Pp. xii + 250, $9.95.

This text is intended to introduce teachers to the measurement process as it relates to educational evaluation. It consists of four parts. Part I presents discussion of the role of measurement in educational evaluations and of educational objectives for evaluating the school system. In Part II, measuring devices developed by groups external to the classroom are discussed. Part III deals with the development of measuring devices by teachers within the classroom. Part IV discusses the development of an overall testing program for a school system and the application of comprehensive test results in making decisions about school programs.

Buros, Oscar K., Editor. *English Tests and Reviews.* Highland Park, New Jersey: The Gryphon Press, 1975. Pp. 420, $25.00.

This monograph reports on 292 English tests in the following categories: general English, literature, spelling, and vocabulary. It also includes 299 reviews and specific test bibliographies containing 782 references.

Buros, Oscar K., Editor. *Foreign Language Tests and Reviews.* Highland Park, New Jersey: The Gryphon Press, 1975. Pp. 335, $23.00.

This monograph reports on 105 in-print foreign language tests in the following areas: general aptitude, French, Spanish, German, English as a second language, Latin, Russian, Hebrew, Italian, Arabic, Chinese, and Greek.

Buros, Oscar K., Editor. *Intelligence Tests and Reviews.* Highland Park, New Jersey: The Gryphon Press, 1975. Pp. 1158, $55.00.

Consisting of the intelligence sections of the seven *Mental Measurement Yearbooks* and *Tests in Print II*, this monograph presents 394 intelligence tests, 719 test reviews, 13,468 references for specific tests, a cumulative name index for each test, a directory of publishers, and author and title indexes.

Buros, Oscar K., Editor. *Mathematics Tests and Reviews.* Highland Park, New Jersey: The Gryphon Press, 1975. Pp. 462, $25.00.

This volume presents entries for 168 in-print mathematics tests in the following areas: general, arithmetic, algebra,

geometry, trigonometry, calculus, and special fields. Also presented are 376 reviews and 335 references.

Buros, Oscar K., Editor. *Personality Tests and Reviews II.* Highland Park, New Jersey: The Gryphon Press, 1975. Pp. 872. $45.00.

This monograph, consisting of the personality sections of the *Seventh Mental Measurements Yearbook* and *Tests in Print II*, presents entries for 445 personality tests, 222 test reviews, 12,376 references for specific tests, a cumulative name index, a directory of publishers, a reprinting of the APA-AERA-NCME Standards, author and title indexes, and classified indexes of personality tests as well as all tests available in other areas.

Buros, Oscar K., Editor. *Reading Tests and Reviews II.* Highland Park, New Jersey: The Gryphon Press, 1975. Pp. 285, $20.00.

This monograph, consisting of the reading sections of the *Seventh Mental Measurements Yearbook* and *Tests in Print II*, presents entries for 254 reading tests, 332 test reviews, 1,812 references for specific tests, a cumulative name index for each test, a directory of test publishers, author and title indexes, and classified indexes of reading tests as well as all tests available in areas other than reading.

Buros, Oscar K., Editor. *Science Tests and Reviews.* Highland Park, New Jersey: The Gryphon Press, 1975. Pp. 319, $22.00.

This volume presents entries for 97 in-print science tests in the following areas: general, biology, chemistry, geology, physics, and miscellaneous. Two hundred seventeen reviews and 277 references are also presented.

Buros, Oscar K., Editor. *Social Studies Tests and Reviews.* Highland Park, New Jersey: The Gryphon Press, 1975. Pp. 252. $20.00

This monograph lists 85 in-print social studies tests in the following categories: general, contemporary affairs, economics, geography, history, political science, and sociology. Also included are 166 reviews and 78 references.

Buros, Oscar K., Editor. *Vocational Tests and Reviews.* Highland Park, New Jersey: The Gryphon Press, 1975. Pp. 1114, $55.00.

Comprised of the business education, multi-aptitude, and vocations sections of the seven *Mental Measurements Yearbooks* and *Tests in Print II*, this monograph presents 649 vocational tests, 740 test reviews, 6,652 specific test references, a cumulative name index for each test with references, a directory of publishers, and author and title indexes.

Davis, Julian C. and Foreyt, John Paul, Editors. *Mental Examiners Source Book.* Springfield, Illinois: Charles C. Thomas, 1975. Pp. x + 238.

This book is intended as a reference manual for persons of all professional disciplines who conduct mental examinations and write or receive psychological reports.

Hanson, Gary R. *Assessing the Career Interests of College Youth: Summary of Research and Applications.* Iowa City, Iowa: American College Testing Program, 1974. Pp. iii + 76, $1.00.

The purpose of this report is to present a rationale for measuring interests, to illustrate how the rationale was applied in the construction of the ACT Interest Inventory, and to report the initial steps in validating the expected uses of the ACT Interest Inventory.

Jesness, Carl F. *Classifying Juvenile Offenders: The Sequential I—Level Classification Manual.* Palo Alto, California: Consulting Psychologists Press, Inc., 1974. Pp. iv + 44, $4.50.

This manual presents a set of procedures for classifying juvenile offenders according to the Interpersonal Maturity Level (I—level) system. It is intended for use in conjunction with the *Jesness Inventory* and the *Jesness Behavior Check List.*

Lerner, Paul M., Editor. *Handbook of Rorschach Scales.* New York: International Universities Press, 1975. Pp. xii + 523, $18.00.

This book attempts to bring together a number of Rorschach-derived special scales purporting to measure various psychological states and processes. Included are scales on cognitive and perceptual functioning, pathological thinking, experience structuring, affective and motivational states, interpersonal and intrafamilial relations, suicide, and homosexuality.

McCallon, Earl, McClaran, Rutledge, and McCray, Emajean. *School Accountability Series.* Austin, Texas: Learning Concepts. $14.75.

Consisting of five volumes, the series covers the evaluation procedures most useful to practicing educators: Selecting an Appropriate Statistical Technique, Developing Research and Evaluation Designs, Determining an Appropriate Sampling Method, Planning and Conducting Interviews, and Designing and Using Questionnaires.

Marks, Philip A., Seeman, William, and Haller, Deborah L. *The Actuarial Use of the MMPI with Adolescents and Adults.* Baltimore, Maryland: Williams & Wilkins, 1974. Pp. xix + 324, $14.75.

This volume provides a model for the actuarial interpretation of MMPI profiles.

Pichot, P. and Olivier-Martin, R. Eds. *Psychological Measurements in Psychopharmacology.* Basel, Switzerland: S. Karger, 1974. Pp. vi + 267, $35.75.

This volume is a result of the developing relationship between psychological measurement and psychopharmacology. It describes the effort of the measurement movement to provide measures of change accompanying treatment and to provide

better classification of patients than that provided by the current diagnostic interview. Many chapters are devoted to discussion of individual instruments.

Purushothaman, M. *Secondary Mathematics Item Bank.* Slough, England: National Foundation for Educational Research in England and Wales, 1975. Pp. iii + 96.

The purpose of this bank of 186 items is to provide teachers with a wide range of items arranged so that they can choose appropriate materials in accordance with the pupils' experience and their own teaching intentions. Information about each of the items is given indicating its difficulty, classification by educational objectives, and content category. The items cover ten content categories: properties of numbers and operations, properties of fractions and decimals, algebraic manipulations, general structures, graphical representations, symmetry, algebraic method in geometry, properties of figures, everyday mathematics, and constructions.

St. John, Clark. *Airline Pilot Employment Test Guide.* Los Angeles: Airline Personnel Division, APCO Associates, 1971. Pp. 122.

This guide was prepared to assist the individual in securing employment with the airlines. It duplicates as closely as possible the actual airlines test and includes the following tests: Aptitude, General Intelligence, General Knowledge, General Personality, Reading Comprehension and Interpretation, Mechanical Insight, Federal Air Regulations, Meteorology, Radio Navigation, Aircraft and Engine Performance, Aircraft Attitudes, and the Airlines and their Requirements. Test answers are provided at the end of the guide.

Super, Donald E., Editor. *Measuring Vocational Maturity for Counseling and Evaluation.* Washington, D.C.: National Vocational Guidance Association, 1974. Pp. 169, $3.95.

The purpose of this monograph is to help users and potential users of measures of vocational or career maturity to understand the concept with which they are working, the instruments developed for its assessment, the problems and advantages in using them, and the uses to which they may be put.

Test Reviews

Doren Diagnostic Reading Test of Word Recognition Skills: 1973 Edition; American Guidance Service, Inc.

Reviewed by Wayne Otto, University of Wisconsin, in the *Journal of School Psychology,* fall 1975, Vol. 13, No. 3, 276-277.

International Primary Factors; International Tests, Inc.

Reviewed by Alan Kricher in *Psychology in the Schools,* 1975, Vol. 12, No. 3, 379.

Iowa Silent Reading Tests; Harcourt Brace Jovanovich, Inc.

Reviewed by Russell Hunter and Ralph Hoepfner, Center for the Study of Evaluation, in *Measurement and Evaluation in Guidance,* July 1975, Vol. 8, No. 2, 123-126.

Notes

The *Comparative Guidance and Placement Program* now provides colleges with self-scored placement tests in reading, written English expression, computation, applied arithmetic, elementary algebra, and intermediate algebra.

The *Meyers-Briggs Type Indicator* which has been distributed by The Office of Special Tests, Educational Testing Service, is now available from Consulting Psychologists Press.

New Addresses

Mafex Media Aids, Inc.
90 Cherry Street
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Addresses

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin*.

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